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|  | **Topics**  **Calendar of Weekly Requirements** | **Readings** | **Assignments**  **Bring laptops to class, if available.** | **Due Date** |
| 1 | **Understanding Action Research, Ethics, Area of Focus**  **Peer Editing Chapter 1** | **Pearson:**  **Chapters 1 - 3** | **1st opinion post:**  ***Big Thinkers: Samuel Khan***  **Research Writing Assignments** |  |
| 2 | *Introduction to Educational Assessment*  **Research Writing Assignments** | *Pearson:* Chapter 13 | **1st Article Post (Action Research)** |  |
| 3 | *The Basic Mathematics of Measurement*  **Article #1: Action Research**  **Data Collection Techniques**  *Methods of Collecting Data* | *Pearson:* Chapter 14  **Pearson: Chapter 4**  Chapter 8: Action Research | **NC Falcon Module 1** |  |
| 4 | *The Meaning of Test Scores* | *Pearson:* Chapter 15 | **2nd Article Post (Authentic Assessments)** |  |
| 5 | *Reliability for Teachers*  **Article #2: Authentic Assessments**  **Data Collection Considerations** | *Pearson:* Chapter 16  **Pearson: Chapter 5** | **2nd opinion post: *Three Ways Student Data Can Inform Your Teaching***  **NC Falcon Module 2** |  |
| 6 | *Validity for Teachers* | *Pearson:* Chapter 17 | **3rd Article Post (Formative Assessments)** |  |
| 7 | *Item Analysis for Teachers*  **Article #3: Formative Assessments**  **Data Analysis & Interpretation**  Methods of Analyzing Data | *Pearson:* Chapter 18  **Pearson: Chapter 6**  Chapter 9: Action Research | **3rd opinion post:**  ***The Best Value in Formative Assessments***  **1st peer response** |  |
| 8 | *Developing Classroom Tests*  **Action Planning for Educational Change**  *Are Students Learning?*  Your Plan of Action | *Pearson:* Chapter 19  **Pearson: Chapter 7**  *Rethink, Rebuild, Rebound* – Ch. 18  Chapter 11: Action Research | **NC Falcon Module 3**  **IRB Submission** |  |
| 9 | *Selected Response Items /Constructed Response Items*  **Writing Up Action Research**  Action Research Projects | *Pearson:* Chapter 20 & 21  **Pearson: Chapter 8**  Chapter 12: Action Research | **4th Article Post**  **(Performance Assessments & Portfolios)** |  |
| 10 | *Performance Assessments / Portfolios*  **Article #4 Performance Assessments & Portfolios** | *Pearson:* Chapter 22 | **5th Article Post (Standard Based Grading)**  **2nd peer response** |  |
| 11 | Assigning Grades in the Classroom  **Article #5 Standards Based Grading** | *Pearson:* Chapter 23 | **4th opinion post:**  ***Standards Based Grading***  **NC Falcon Module 4** |  |
| 12 | *Standardized Tests / Aptitude Tests*  **Peer Editing Chapter 2**  **Evaluating Action Research** | *Pearson:* Ch. 24 & 25  *Pearson;* Ch. 9 | **Formative Assessment Presentations**  **3rd peer response** |  |
| 13 | *Assessment of Behavior & Personality; Accommodations* | *Pearson:* Ch 26 & 27 | **5th opinion post:**  ***Validity Within a World of Cultural Bias***  **Formative Assessment Presentations** |  |
| 14 | *The Problem of Bias in Educational Assessment;* **Peer Editing Chapter 3**  **Item Analysis Project** | *Pearson:* Chapter 28 | **Annotated Biography**  **4th peer response** |  |
| 15 | *Best Practices in Assessments* | *Pearson:* Chapter 29 | **5th peer response**  **Capstone Presentations** |  |

**I. Video Clips for In-class Use**

* Sir Ken Robinson, [Changing education paradigms](http://www.youtube.com/watch?v=zDZFcDGpL4U) (11 minutes)
* Sir Ken Robinson, [Do Schools Destroy Creativity](javascript:doWindowOpen('http://www.youtube.com/watch?v=qFA3K0G2XlA&feature=fvw','new_frame','width=600,height=420,menubar=1,toolbar=1,scrollbars=1,status=1,location=1,resizable=1',0)) (7 minutes)
* Sir Ken Robinson [http://www.ted.com/talks/sir\_ken\_robinson\_bring\_on\_the\_revolution.html](javascript:doWindowOpen('http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html','new_frame','width=600,height=420,menubar=1,toolbar=1,scrollbars=1,status=1,location=1,resizable=1',0))

**II. On line Resources:**

* Action Research [http://ucerc.edu/teacherresearch/muhsdar0110-99.html](javascript:doWindowOpen('http://ucerc.edu/teacherresearch/muhsdar0110-99.html','new_frame','width=600,height=420,menubar=1,toolbar=1,scrollbars=1,status=1,location=1,resizable=1',0))
* NCFALCON (N. C. Formative Assessment Learning Community On-Line Network) <https://center.ncsu.edu/nc/course/category.php?id=10>
* NCDPI Teacher Code of Ethics <http://www.ncpublicschools.org/docs/profdev/standards/codeofethics.pdf>
* NC Teacher Professional Standards <http://www.ncpublicschools.org/docs/profdev/standards/teachingstandards.pdf>
* Standards Based Grading Powerpoint (Doug Reeves)

www.eahall.pvusd.net/Toxic**Grading**/**Grading**Practices.ppt

* Accountability in Action

<http://www.middleweb.com/MWLresources/accountaction.html>

* Formative Assessment Trailer

<http://www.youtube.com/watch?v=jsBMQUeGx1E&feature=related>

* The Formative Classroom

<http://www.youtube.com/watch?v=rL54bfmZPzY&feature=related>

**III. Discussion Posts Links:**

* **Big Thinkers: Salman Khan on Liberating the Classroom for Creativity**

[**http://www.edutopia.org/salman-khan-academy-flipped-classroom-video**](http://www.edutopia.org/salman-khan-academy-flipped-classroom-video)

**The founder of** [**Khan Academy**](http://www.khanacademy.org/)**, a free educational video library that features over two thousand titles and an interactive dashboard for formative assessment, discusses how his videos can help create a "flipped classroom" that allows blended learning -- online lectures can happen at home and project-based learning can happen during school. There is also a link on this site that will take you to Kahn’s website. Investigate this site as well. *This resource contains numerous links to videos and articles to discuss a real reform in education. Write an opinion post. What do you think of his methods and means of teaching reform.***

* **Three Ways Student Data Can Inform Your Teaching** <http://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber>

*The Edutopia Website provides access to a blog by Rebecca Alber. In her work with UCLA's Graduate School of Education, Rebecca Alber assists teachers and schools in meeting students' academic needs through best practices. Alber also instructs online teacher-education courses for Stanford University.*

***Read this article from her blog on Formative Assessments. Then read the additional resources listed at the end of the article. Write an opinion post sharing your thoughts and ideas from the information shared in the resource about assessments.***

* **The Best Value in Formative Assessment** *Stephen Chappuis and Jan Chappuis*

**Ready-made benchmark tests cannot substitute for day-to-day formative assessment conducted by assessment-literate teachers.**

[**http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx**](http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx)

**Formative Assessment: Robert Marzano <http://www.youtube.com/watch?v=mfOnyrWtPu0&feature=related>**

**The Formative Classroom**

[**http://www.youtube.com/watch?v=rL54bfmZPzY&feature=related**](http://www.youtube.com/watch?v=rL54bfmZPzY&feature=related)

* **Standards Based Grading**

Doug Reeves, Toxic Grading Practices

<http://www.teachertube.com/viewVideo.php?video_id=29656>

On January 8, 2008, Dr. **Douglas Reeves** delivered the keynote address at the Assessment and Evaluation Symposium.

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Leading to Change / Effective Grading Practices

<http://www.leadandlearn.com/sites/default/files/articles/leading-to-change-effective-grading-practices.pdf>

Douglas B. Reeves, "The Case Against the Zero," *Phi Delta Kappan,* Vol. 86, No. 4, December 2004, pp. 324-325.

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

***Watch the video and read the articles. This is probably quite a jump from the norm in your classroom and school. Then write an opinion post. What are your impressions of the information presented? What might be the implications for your classroom and/or action research and why?***

* **Validity Within a World of Cultural Bias:**

Critical Attributes of 21st Century Schools, chapter 16, *Rethink, Rebuild, Rebound*

***Read the chapter and watch the video, then post an opinion. As the world in which we teach and learn narrows, educators need to consider the bias that a portion of our students experience. How does cultural bias affect testing and assessment?***

[The danger of a single story](http://www.ted.com/talks/lang/eng/chimamanda_adichie_the_danger_of_a_single_story.html)

<http://www.ted.com/talks/lang/eng/chimamanda_adichie_the_danger_of_a_single_story.html>